

Laura Terrill
September 2014

The Keys to Planning for Learning

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Workshop Goal:

Learn guiding principles for
designing standards-based
curriculum, units, and lessons
focused on developing learners'
language performance toward
proficiency.

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Curriculum on the shelf or

<http://www.splendidactually.com>

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...being used to plan instruction?

<http://www.splendidactually.com>

<http://brittanyscholer.wordpress.com>

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Curriculum in separate columns or

Grammar	Vocab	Culture
•	•	•
•	•	•

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...integrated?

Grammar	Vocab	Culture
•	•	•
•	•	•



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“To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you are going so that you better understand where you are now so that the steps you take are always in the right direction.”

Stephen Covey



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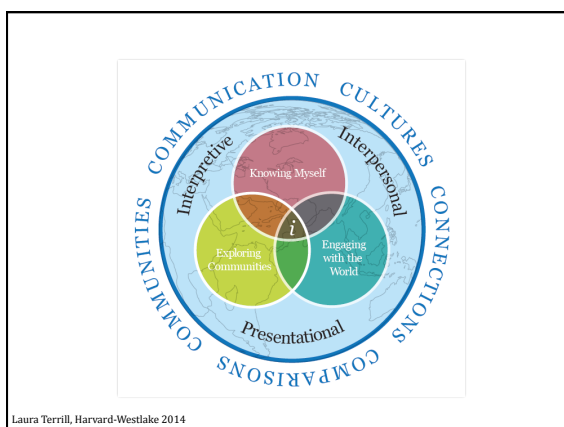
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Individual Accountability

Allow students to practice an answer using a strategy such as think-pair-share. Then, call on 3-4 students at random to give the answer. Students who have practiced With their partner or group should be able to give a solid answer. A good answer scores a 10. A zero is given only when students do not know what is expected. Use the index cards over the course of a marking period. Total the points. If some students have 4 answers and others have 2, use 3 as the average or 30 points. Drop the lowest score for those who have 4 answers, use the average of the 2 to determine a third score for those who have 2. Put the score into your gradebook in an appropriate category.

1.	10	9	8	7	6	0
2.	10	9	8	7	6	0
3.	10	9	8	7	6	0
4.	10	9	8	7	6	0
5.	10	9	8	7	6	0

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21st Century Learners



Mindset for Curriculum Design

- Communicatively Purposeful: Building Toward Proficiency
- Culturally Focused: Developing Interculturality
- Intrinsically Interesting: Relevant to Learners
- Cognitively Engaging: Requiring Critical Thinking Skills
- Standards-Based: Reflecting Goals for Learning Languages

--Adapted from Helena Curtain

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Themes & Topics

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Advanced Placement	International Baccalaureate	Clementi/Terrill
Personal and Public Identities	Social Relationships	Identity
Families and Communities	Cultural Diversity	Belonging
Contemporary Life	Customs and Traditions	Well-being
Beauty and Aesthetics	Leisure	Creativity
Science and Technology	Health	Exploring Time and Place
Global Challenges	Communication and Media	Discovery
	Science and Technology	Challenges
	Global Issues	

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Matching Themes and Topics

Global Themes	Topics	
<input type="checkbox"/> Belonging	<input type="checkbox"/> Careers	<input type="checkbox"/> Cities
<input type="checkbox"/> Challenges	<input type="checkbox"/> Travel	<input type="checkbox"/> Leisure Activities
<input type="checkbox"/> Creativity	<input type="checkbox"/> School	<input type="checkbox"/> Families
<input type="checkbox"/> Discovery	<input type="checkbox"/> Food	<input type="checkbox"/> Sports
<input type="checkbox"/> Exploring Time and Place	<input type="checkbox"/> Friends	<input type="checkbox"/> Houses
<input type="checkbox"/> Identity	<input type="checkbox"/> Clothing	<input type="checkbox"/> Movies
<input type="checkbox"/> Well-being	<input type="checkbox"/> History	<input type="checkbox"/> Weather/Climate
	<input type="checkbox"/> Animals	<input type="checkbox"/> Art
	<input type="checkbox"/> Music	<input type="checkbox"/> Geography

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Advantages of Themes & Topics

- ☐ Makes instruction more comprehensible because the theme creates a meaningful context
- ☐ Changes the instructional focus from the language itself to the use of language to achieve meaningful goals
- ☐ Provides a rich context for standards-based instruction
- ☐ Offers a natural setting for narrative structure and task-based organization of content

--Curtain and Dahlberg (2010) pp 150 – 151

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Advantages of Themes & Topics

- ☐ Involves the students in real language use
- ☐ Engages the learner in complex thinking and more sophisticated use of language
- ☐ Avoids the use of isolated grammatical structures
- ☐ Connects content, language, and culture goals to a "big idea"

--Curtain and Dahlberg (2010) pp 150 – 151

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Textbook as a Tool

Textbook Topic	Theme	Essential Question
Food		
Travel		
Daily Routines		
Family		
Houses		
Me and my friends		

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Textbook as a Tool

Textbook Topic	Theme	Essential Question
Food	Challenges	
Travel	Exploring Time and Place	
Daily Routines	Well-being	
Family	Belonging	
Houses	Creativity	
Me and my friends	Identity	

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Textbook as a Tool

Textbook Topic	Theme	Essential Question
Food	Challenges	What is hunger?
Travel	Exploring Time and Place	What is a good travel destination?
Daily Routines	Well-being	What is a healthy lifestyle?
Family	Belonging	What is a family?
Houses	Creativity	How much space do you need?
Me and my friends	Identity	Who am I?

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Big Ideas =



Theme
+
Essential Question

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Essential Questions

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Important and Timeless <i>(broad, no single answer)</i>	Elemental or Foundational <i>(debated by experts in the discipline)</i>	Content-related <i>(specific to discipline)</i>
<ul style="list-style-type: none"> What is art? What is the relationship between man and nature? What is wellness? 	<ul style="list-style-type: none"> What is interculturality and how is it assessed? What does it mean to be fluent in a language? 	<ul style="list-style-type: none"> What awareness and understandings of products, practice and perspectives are needed to enter into another culture? What literacy skills do I need to succeed as a global citizen?

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Essential Questions

"The first object of any act of learning, over and beyond the pleasure it may give, is that it should serve us in the future. Learning should not only take us somewhere; it should allow us later to go further more easily." --Ted Sizer

- They have no one right answer.
- All students can answer them.
- They enable all students to learn.
- They involve thinking, not just answering.
- They make students investigators.
- They are provocative—they hook students into wanting to learn.

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Essential Questions

- They offer a sense of adventure, are fun to explore and try to answer.
- They require students to connect learning from several disciplines.
- They challenge students to demonstrate that they understand the relationship between what they are learning and larger world issues.
- They enable students to begin the unit from their own past experience or understanding.
- They build in personalized options for all students.

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Essential Questions			
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	Novice	Intermediate	Advanced
Belonging	What is a family?	What is friendship?	Why is global collaboration important?
Challenges	What is hunger?	What is the connection between clean water and quality of life?	How does overpopulation impact quality of life around the world?
Creativity	What do artists do?	How do music and art reflect society?	What makes a piece of literature a classic?
Discovery	Who are the inventors?	How are advances in science impacting my life today?	What inventions are needed to improve the quality of life on earth?
Exploring Time and Place	What makes a city special?	How does where I live influence my lifestyle?	Why do people say: It's a great place to visit but I wouldn't want to live there?
Identity	How does what I do define who I am?	What am I doing to gain the skills I need for the future?	How is my identity shaped over time?
Well-being	Where does our food come from?	Eat to live or live to eat: what is the difference?	Why consider joining the "slow food" movement?


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Global Challenges: Food and Hunger

How do we eat well? What is hunger?

<http://www.frenchified.com/2012/11/la-faim-dans-le-monde/>

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				<h1>WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES</h1>		
GOAL AREAS		STANDARDS				
COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.		Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.		Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.	
	CULTURES Interact with cultural competence and understanding	Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.		Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.		

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CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations	Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence	Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

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Global Challenges: Food and Hunger

Students will consider personal connections with food. They will consider the type of food that they and others eat and will indicate their likes and dislikes. They will be able to say why they eat/don't eat certain foods, describing their tastes and commenting on how healthy or unhealthy certain foods are. They will be able to explain the number of calories needed to sustain life and will analyze the number of calories they consume with regard to the US and other food pyramids. Finally, they will consider why hunger exists, where it is prevalent and how various organizations are helping. As a class students will work individually and in groups to draw attention to hunger issues.

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Global Challenges: Food and Hunger	
Language and Level	French – Novice High → Intermediate Low
Theme & Topic	Global Challenges: Food and Hunger
Important Question(s)	How do we eat well? What is hunger?
Goals	Students will: <ul style="list-style-type: none"> ✓ compare hunger in their communities with hunger in other parts of the world and will prepare a presentation calling attention to hunger issues. ✓ identify cultural dishes and consider where they place on the food pyramid. ✓ identify foods as healthy or unhealthy and will be able to comment on their diet. ✓ state their likes and dislikes with regard to food.

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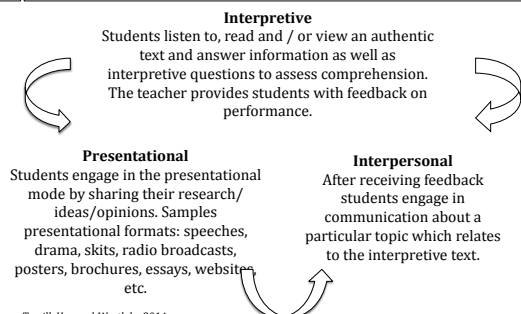
Pause to consider.....

Language and Level	
Theme and Topic	
Essential Question	
Unit Focus	

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- What topic?
- What theme or aspect of that topic?
- What essential question will focus the unit goals?
- What are the unit goals? Do they capture the Standards?

ACTFL Integrated Performance Assessment



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Advanced Placement Exam Format

Section		Number of Questions	Percent of Final Score	Time
Section I: Multiple Choice				Approx. 95 minutes
Part A	Interpretive Communication: Print Texts	30 questions	50%	Approx. 40 minutes
Part B	Interpretive Communication: Print and Audio Texts (combined)	35 questions		
	Interpretive Communication: Audio Texts			Approx. 55 minutes
Section II: Free Response				Approx. 85 minutes
Interpersonal Writing: E-mail Reply		1 prompt	50%	15 minutes
Presentational Writing: Persuasive Essay		1 prompt		Approx. 55 minutes
Interpersonal Speaking: Conversation		5 prompts		20 seconds for each response
Presentational Speaking: Cultural Comparison		1 prompt		2 minutes to respond

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French AP - 2012

Presentational Writing: You will write a persuasive essay to submit to a French writing contest. The essay topic is based on three accompanying sources that present different viewpoints on the topic and include both print and audio material. First, you will have 6 minutes to read the essay topic and the printed material. Afterward, you will hear the audio material twice; you should take notes while you listen. Then, you will have 40 minutes to prepare and write your essay. In your persuasive essay, you should present the sources' different viewpoints on the topic and also clearly indicate your own viewpoint and defend it thoroughly. Use information from all of the sources to support your essay. As you refer to the sources, identify them appropriately. Also, organize your essay into clear paragraphs.

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French AP - 2012

- **Presentational Speaking:** You will make an oral presentation on a specific topic to your class. You will have 4 minutes to read the presentation topic and prepare your presentation. Then you will have 2 minutes to record your presentation.
- In your presentation, compare your own community to an area of the French-speaking world with which you are familiar. You should demonstrate your understanding of cultural features of the French-speaking world. You should also organize your presentation clearly.

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ACTFL Proficiency Guidelines 2012 - Speaking	
Novice	<ul style="list-style-type: none"> communicate short messages on highly predictable, everyday topics that affect them directly. use isolated words and phrases that have been encountered, memorized, and recalled. may be difficult to understand even by the most sympathetic interlocutors accustomed to non-native speech.
Intermediate	<ul style="list-style-type: none"> create with the language when talking about familiar topics related to their daily life. recombine learned material in order to express personal meaning. ask simple questions. can handle a straightforward survival situation. produce sentence-level language, ranging from discrete sentences to strings of sentences, typically in present time. understood by interlocutors who are accustomed to dealing with non-native learners of the language.
Advanced	<ul style="list-style-type: none"> engage in conversation in a clearly participatory manner in order to communicate information on autobiographical topics, as well as topics of community, national, or international interest. narrate and describe in the major times frames of past, present, and future. can deal with a social situation with an unexpected complication. speak in paragraphs; the language is abundant. sufficient control of basic structures and generic vocabulary to be understood by native speakers of the language, including those unaccustomed to non-native speech.

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NCSSFL-ACTFL Global Can-Do Benchmarks Interpersonal

Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.	I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.

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Interpretive Mode

Learners understand, interpret, and analyze what is heard, read or viewed on a variety of topics.



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Interpretive Communication....

is not	is
translation.	context-driven understanding (gist).
a hunt for trivial details.	whole picture; mediating meaning with the text; a focused task.
glossed readings; teaching all new vocabulary first.	familiar words in new context; and new words in a familiar context.
reading, listening or viewing from the reader's perspective only.	using the author's perspective and cultural perspective.
reading word for word.	re-phrasing chunks; retelling; predicting; and using structural clues.

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Importance of Authentic Texts

Authentic Text – text written by speakers of the target language for speakers of the language



- Real-world
- Culture rich
- Models of correct language

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Le blobfish, que l'on pourrait traduire par «poisson-tache», existe vraiment dans les eaux du Pacifique. Malgré son physique peu ragoûtant, il est en train de concurrencer sérieusement les images de chatons mignons sur internet! Et il gagne même des prix. *1jour1actu* te raconte son histoire.



Beurk! Quelle drôle de tête! Pas de doute, c'est bien le blobfish qui a gagné l'élection de l'animal le plus laid!

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CHIEN PERDU



le 7 juillet 2011 à Torcy (77200)
perdu Husky de Sibérie
femelle marron et blanc.

tatouage, puce: oui, mais étrangers!

La chienne est identifiée par puce électronique donc si vous la trouvez amenez-la chez un vétérinaire qui scanner la puce et aura les informations.

Si vous avez la moindre information, s'il vous plaît contactez nous
Mathilde, Tél: 07.86.51.86.54

Tatiana, Tél: 02.37.34.73.84

Email: olya.kravtsova@gmail.com

Récompense

Ne restez pas indifférent. Demandez à vos amis, peut-être quelqu'un d'eux a vu ce chien. Merci beaucoup.

Se busca Poodle



Responde al nombre de "PELUDO"
Porta un collar color Rojo y una placa con su nombre.

Fue visto por última vez frente al estadio de Rangers.

Por favor, si lo ven llamen a uno de los siguientes números, gracias.



74095582 ó 78660783



Se ofrece recompensa económica.

Complex Thinking — Simple Language



No soy un abrigo.

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Helena Curtain

Presentational Mode

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.



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Presentational Communication....

is not	is
negotiated communication.	one-way communication.
random.	practiced, rehearsed, polished, edited.
unplanned.	organized.
speaking or writing in a vacuum.	an awareness of audience (formal/informal; cultural context).
reliance on circumlocution	improved by using appropriate tools – dictionary, spell-check, etc.
speaking or writing only for the teacher.	produced for an intended audience and purpose.

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Interpersonal Mode

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.



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Interpersonal Communication....

is not	is
one-way communication	two-way exchange.
memorized (skits, dialogues).	spontaneous and unpredictable.
only asking all the questions.	helping each other.
strict turn taking.	following up and reacting; maintaining the conversation
ignoring your partner; waiting to say something.	indicating interest; interactive body language; eye contact.
overly concerned about accuracy.	focused on the message.
giving up when you don't understand.	Asking for clarification if communication fails/falters.

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Summative Performance Tasks

Interpretive Mode

Students will read authentic text indicating basic concepts for a healthy diet. They will look at authentic recipes and indicate if the foods are healthy or not and will check reasons why or why not. They also listen to descriptions of images from Hungry Planet and select the image that is being described.

Presentational Mode

Project: Students will create a public service announcement to address nutritional and / or hunger issues in their community.

On-Demand: You are so proud of yourself....a perfectly healthy day of eating and then disaster. Comment on your eating habits for the day...

Interpersonal Mode

Students will have completed various activities based on visuals throughout the unit. For the interpersonal assessment, students will be given random images and will be expected to ask and answer questions about food choice, likes and dislikes and diet. They will discuss hunger based on the setting of the images.

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Students will read authentic text indicating basic concepts for a healthy diet. They will look at authentic recipes and **indicate if the foods are healthy or not** and will check reasons why or why not. They also listen to descriptions of images from Hungry Planet and select the image that is being described.

- *Communication*
- *Critical Thinking and Problem Solving*
- *Collaboration*
- *Creativity and Innovation*

Project: Students will **create** a public service announcement to **address nutritional and / or hunger issues** in their community.

On-Demand: You are so proud of yourself...a perfectly healthy day of eating and then disaster. Comment on your eating habits for the day...

Students will have completed various activities based on visuals throughout the unit. For the interpersonal assessment, students will be given random images and will be expected to ask and answer questions about food choice, likes and dislikes and diet. They will **discuss hunger based on the setting of the images.**

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Connections to 21st Century Skills

Common Core	
Communication	Interpretive, Interpersonal and Presentational Summative Tasks
Communication	Presentational and Interpersonal Summative Tasks Presentational "On Demand"
Creativity and Innovation	Presentational Summative Task
Critical Thinking and Problem Solving	Presentational Summative Task

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Pause to consider.....

Summative Performance Assessment	Interpretive	
<ul style="list-style-type: none"> • These tasks allow learners to demonstrate how well they have met the goals of the unit. • They are integrated throughout the unit. • The template encourages multiple interpretive tasks. • The interpretive tasks inform the content of the presentational and interpersonal tasks. • The tasks incorporate 21st Century Skills. 		
	Presentational	Interpersonal

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Cultures: The Culture Triangle

Products

Practices

Perspectives

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Products — Practices — Perspectives

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Cultures

Cultures	Products	Food Pyramids from different countries
	Practices	Daily diet
Cultures	Perspectives	Eating Habits vary from one culture to another
	Products	Regional dishes like Ratatouille
Cultures	Practices	Eating locally
	Perspectives	Regional specialties

Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

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Connections

	Making Connections	Acquiring Information and Diverse Perspectives
Connections	Science: Food and Calories Geography: Location of key countries	internet sites to track diet choices Wefeed site to determine cost

Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to think critically and creatively to solve problems.

Acquiring Information and Diverse Perspectives: Learners acquire information and access diverse perspectives that are available through the language and its culture.

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Comparisons

	Language Comparisons	Cultural Comparisons
Comparisons	food pyramids staples of a diet food quantity and quality	Bon appétit SOS Faim

Language Comparisons: Learners use the language of study to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

Cultural Comparisons: Learners use the language of study to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

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Communities

	School and Global Communities	Lifelong Learning
Communities	Students will prepare a PSA presentation to call attention to hunger issues in their communities.	Self-assessment of progress towards unit goals <u>Problem solving</u>

School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

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Connections to Common Core

Reading 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Reading 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Reading 7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Writing 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

Speaking and Listening 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Speaking and Listening 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Speaking and Listening 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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We do not
learn from
experience;
we learn
from
reflecting on
experience.

---John Dewey

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Pause to consider.....

Summative Performance Assessment	Interpretive	
<ul style="list-style-type: none"> These tasks allow learners to demonstrate how well they have met the goals of the unit. They are integrated throughout the unit. The template encourages multiple interpretive tasks. The interpretive tasks inform the content of the presentational and interpersonal tasks. The tasks incorporate 21st Century Skills. 		
	Presentational	Interpersonal

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Toolbox

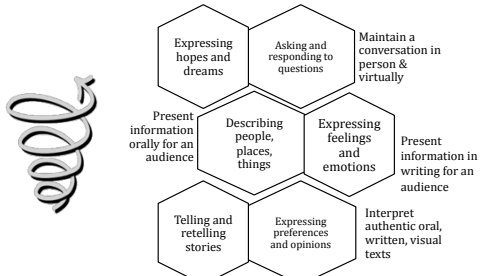
- Language Functions
- Related Structures/Patterns
- Vocabulary Expansion
- Key Learning Activities/
Formative Assessments
- Resources
- Technology Integration



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Top Ten Functions and Related Tasks

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Increasing levels of proficiency

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Novice	→	Intermediate	→	Advanced
Express feelings and emotions Tell or retell stories	I can say that I am happy, sad I can say what I am doing in short memorized sentences	I can express my emotions in simple sentences I can tell someone about my day in short, simple sentences	I can express emotions such as surprise, happiness, anger and sadness with some explanation I can tell a story in a series of sentences	I can express and react to a variety of emotions and feelings giving detailed explanations I can tell about something that happened or will happen giving the sequence of events
I can clearly clarify my emotions and feelings using precise vocabulary and detailed explanations				I can tell a detailed story using paragraph-length narration to describe the event

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Toolbox

Language Functions	Related Structures/Patterns	Vocabulary Expansion
ask and answer questions about food and hunger		
talk about likes and dislikes concerning common and international foods		
identify where certain foods are from and identify key ingredient(s)		
ask and answer if they would like certain dishes and give reasons		
explain where and why hunger exists in the world		
explain how they make good / poor food choices		

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Student Can-do's

I can	Yes	With some help	Not yet
ask and answer questions about food and hunger			
talk about likes and dislikes concerning common and international foods			
identify where certain foods are from and identify key ingredient(s)			
ask and answer questions about certain dishes and give reasons why I would like/not like a dish			
explain where and why hunger exists in the world			
explain how I make good / poor food choices			

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Teacher Observation Check List

	ask and answer questions about food and hunger	talk about likes and dislikes concerning common and international foods	identify where certain foods are from and identify key ingredient(s)	ask and answer if they would like certain dishes and give reasons	explain where and why hunger exists in the world	explain how they make good / poor food choices	explain how they make good / poor food choices
Student 1							
Student 2							
Student 3							

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Toolbox		
Language Functions	Related Structures/ Patterns	Priority Vocabulary
ask and answer questions about food and hunger	to have idioms (avoir faim)	
talk about likes and dislikes concerning common and international foods	definite articles negation -er verbs	
identify where certain foods are from and identify key ingredient(s)		
ask and answer if they would like certain dishes and give reasons		
explain where and why hunger exists in the world		
explain how they make good / poor food choices		

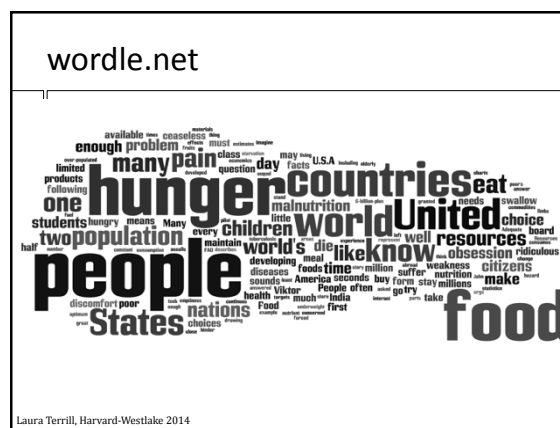
Tiered Vocabulary

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- 1
 - basic everyday words; words that are often used everyday in conversation
- 2
 - general academic words that appear in different types of text; often represent subtle or precise ways of saying relatively simple things
- 3
 - domain specific vocabulary

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Toolbox		
Language Functions	Related Structures/ Patterns	Priority Vocabulary
ask and answer questions about food and hunger	to have idioms (avoir faim)	Tier 1 hungry / thirsty
talk about likes and dislikes concerning common and international foods	definite articles negation -er verbs	like/dislike/prefer food dishes/categories of food number/calories/
identify where certain foods are from and identify key ingredient(s)		would you like, I would like, please, thank you I eat well because/to avoid
ask and answer if they would like certain dishes and give reasons		Tier 2 disease hunger – causes
explain where and why hunger exists in the world		Malnourished
explain how they make good / poor food choices		food elements – fat, protein, etc



Food and Hunger- Vocabulary

All languages should address all of the functions that are listed here. The actual vocabulary may be adjusted by language to reflect the types of resources being used as well as the cultural aspects of language.	
ask and answer questions about food and hunger	
	Are you hungry?
	I'm hungry.
	I'm starved
	Not really.
	I'm not hungry.
explain where and why hunger exists in the world	
	Why is hunger a problem?
	Hunger is a problem because of....
	war
	poverty

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Pause to consider.....																			
<table border="1"> <thead> <tr> <th colspan="3">Toolbox</th></tr> <tr> <th>Language Functions</th><th>Related Structures/ Patterns</th><th>Priority Expansion</th></tr> </thead> <tbody> <tr><td> </td><td> </td><td rowspan="5"> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table>			Toolbox			Language Functions	Related Structures/ Patterns	Priority Expansion											
Toolbox																			
Language Functions	Related Structures/ Patterns	Priority Expansion																	

Toolbox (continued)

Resources	Technology Integration
Additional activities and resources for this unit can be found at: lauraterrill.wikispaces.com terrill-theisen2011.wikispaces.com	Edu.logster for Presentational

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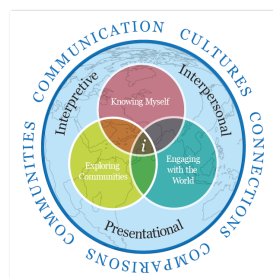
Key Learning Activities/Formative Assessments

Key Learning Activity/ Formative Assessment	How does this activity support the unit goals or performance tasks?	Mode of Communication	Interculturality Self Community World
View Hungry Planet and analyze images for food items, identify location of countries and common geographical features of various countries pictured	Activates interest in unit theme	Interpretive Interpersonal	S, W
French food pyramid-eating healthy-likes/dislikes (Do I eat well?)-self-evaluation	Shows images related good nutrition; allows for comparison	Interpretive Interpersonal	S, W
SOS fam movie-interpretive activities, numbers	Provides global context for theme	Interpretive	S, C, W
Wefeedback activity - impact of your favorite food on world hunger. I eat drink (food) and impact on hunger	Allows for personal understanding of individual impact	Interpretive	S, W
Students will assume the identity of a child in another country and will present basic facts on food and nutritional issues.	Practice expressing opinions/point of view	Presentational	S, W

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Selecting content....

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Interculturality

"...helps learners to avoid stereotyping individuals, to develop curiosity and openness to others, and to discover other cultures....to see that interaction with individuals having different social identities and cultures is an enriching experience."

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How many units a year?

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Consider:

- the need for lots of comprehensible input from multiple authentic sources
- the need for time to internalize new vocabulary and structures
- the need to develop all 3 modes of communication
- the fact that each unit's performance assessment includes all three modes of communication
- your school calendar

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Selecting Final Units.....

- Communicatively Purposeful: Building Toward Proficiency
- Culturally Focused: Developing Interculturality
- Intrinsically Interesting: Relevant to Learners
- Cognitively Engaging: Requiring Critical Thinking Skills
- Standards-Based: Reflecting Goals for Learning Languages

--Adapted from Helena Curtain

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Designing a Unit Step by Step



Considerations:

- Age of learners
- Language level of learners
- Interests of learners
- Potential for real-world communication

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Designing a Unit Step by Step



Considerations:

- Potential to build cultural knowledge and understandings
- Connections to grade-level curriculum
- Overarching themes throughout program sequence

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My World Consumerism/ Stereotypes All Work and No Play

Basic greetings, names, age, etc. City, country, nationality Friends, family, pets Heritage/family ancestry Community members Population numbers "Alter Ego"	clothing – where made physical identity wants/needs/shopping money	activities making plans calendar entertainment celebrations time
--	---	---

Leadership Managing Stress Travel

school, education literacy leadership traits, current/future leaders personality clothing – dress the part	food/health support – friends, family Celebrations home vs. house work vs. vacation multi-tasking	vacation seasons/months Transportation carbon footprint food/allergies
---	--	--

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Possible Sequence

AP Theme	1	2	3	4	5
Personal and Public Identities	Global Citizenship	Heroism	Memories	Education and Your Future	Freedom
Family and Communities	Home Sweet Home	Responsibility	Stereotypes	Housing and Shelter	Love and Friendship
Contemporary Life	A Balanced Lifestyle	Urban Life	Tourist or Traveler	Coming Together	Media and Public Opinion
Global Challenges	Food and Hunger	Consumerism	Literacy	Revolution and Conflict	Biodiversity
Beauty and Aesthetics	Beauty is in the Eye of the Beholder	Museums	The Art of Food	Wonders of the World	Art as a Reflection of Society
Science and Technology	Inventors	Go Green	Equal Access	Exploration	Innovation

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Sample High School Units

Global Theme	1	2	3	4	5
Belonging	Global Citizenship	Responsibility	Equal Access	Love and Friendship	Global Collaboration
Challenges	The Natural World	Why Can't All Children Go to School?		Housing and Shelter	Revolution and Conflict
Creativity	Beauty is in the Eye of the Beholder	Museums	The Art of Food	Wonders of the World	Art as a Reflection of Society
Discovery	Inventors	Consumerism	Impact of Technology	Exploration	Innovation
Exploring Time and Place	Living in the City		Tourist or Traveler	The Wonders of the World	The Future is Now
Identity		Heroism	Memories		Media and Public Opinion
Well-being	A Balanced Lifestyle	Go Green		The Slow Food Movement	

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Your "apple save" moment....



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Day 1 —Global Challenges: Food and Hunger



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La lutte contre la faim, notre priorité à tous



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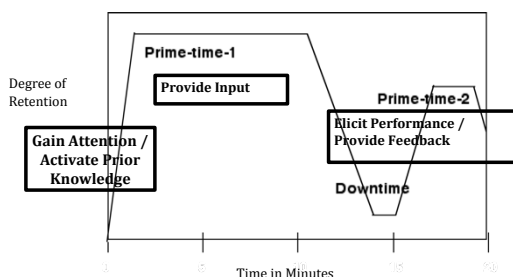
Mindset for Lesson Design

Key Considerations:

- Primacy-recency learning cycle
- 90%+ use of target language
- Comprehensible input
- Planning for transitions
- Retention and Transfer (homework)

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Primacy-Recency



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Adapted from Sousa

Long-term memory

Sense



Meaning



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Lesson Template

Lesson Sequence	Activity/Activities What will learners do? What does the teacher do?	Time* How many minutes will this segment take?	Materials Resources Technology
Gain Attention / Activate Prior Knowledge			
Provide Input			
Elicit Performance / Provide Feedback			

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Lesson Transitions

The teacher says...	Learners:
While I take attendance....	write two questions to find out how if your partner is hungry, what he/she ate recently
While I pass out the graphic organizer....	think of ways to complete the following sentence, "Hunger exists because..."
While I answer this student's question...	role-play a (30 second) conversation with your partner. If you run out of things to say, start over.
While I find the picture...	tweet a thought about hunger in the world.
We have one minute left....	use circumlocution to see how many of the following words/phrases you can get your partner to say.

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Elicit Performance/Provide Feedback

Students create a graphic organizer using words and phrases from texts to begin to develop the vocabulary they will need to talk about the topic.

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Elicit Performance/Provide Feedback

Quick Write

Using the graphic organizer you created with your group, write for (2) minutes about hunger — problems, causes and solutions. Include your personal thoughts.

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Provide Input

- Students receive an image from the Hungry Planet visuals.
- They determine what they can say about the food of the country and the status of hunger.
- They collaborate to determine how to ask and answer questions about the image as if they were a person living in that country.

Chad: The Aboukaka family of Dwindig Camp
 Expeditions on foot for one week. \$60 US/10 francs, or \$1/20.
 Favorite foods: soup with fresh shrimp meat.

Mexico: The Castales family of Cuernavaca
 Expeditions on foot for one week. \$40 US/10 Mexican pesos or \$1/10 US.
 Favorite foods: chips, salsa, guacamole.

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Elicit Performance/Provide Feedback

- Students brainstorm a list of questions.
- They share some of the facts about their images.
- They then engage in an inner-outer circle activity to question others about the images they hold.

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Enhance Retention and Transfer (Homework)

Type of Homework	Learners might
Pre-learning	Watch a video or read an article on hunger issues in English.
Checking for understanding	Create a visual or find visuals for key vocabulary related to hunger. Post to in class word wall.
Practicing	Work with graphic organizer and write sentences by completing various sentence starters.
Processing	Write questions they might ask to identify hunger issues in their community.

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performance
interpretive
perspectives

proficiency
connections
interpersonal

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"Learning to speak another's language means taking one's place in the human community. It means reaching out to others across cultural and linguistic boundaries. Language is far more than a system to be explained. It is our most important link to the world around us. Language is culture in motion. It is people interacting with people."

Sandra Savignon
Communicative Competence: Theory and Classroom Practice

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The Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design
<http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning>

Provide Input

Un milliard de personnes dans le monde sont sous-alimentées. Une personne sur sept dans le monde souffre de la faim et des maladies qu'elle entraîne. Explications.

14

25 000 morts chaque jour

Dans les pays en développement*, une personne sur six souffre de la faim. Entre 2004 et 2009, leur nombre est passé de 858 millions à un milliard, soit 142 millions de personnes en plus. Mais la population totale de ces régions a beaucoup augmenté en même temps. La proportion de personnes sous-alimentées dans le monde a baissé, passant de 16 % dans les années 1990 à 13 % aujourd'hui.

Les chiffres de la faim (source : FAO, 2007)

Pays développés (Amérique du Nord, Europe, Océanie)	15 millions
Proche-Orient et Afrique du Nord	42 millions
Amérique latine et Caraïbes	53 millions
Afrique subsaharienne	265 millions
Asie et Pacifique	642 millions

Etre sous-alimenté, c'est consommer moins de 1 800 calories par jour pour un adulte. Une calorie, c'est une quantité de nourriture, qui donne de l'énergie. Un enfant a besoin de minimum 1600 calories par jour pour bien grandir.